

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i> Meets the criteria for a rating of “3” on this indicator plus:	3 <i>Fully functional and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
1.1 Curriculum 1.1a There is evidence that the arts curriculum is aligned with the <i>Program of Studies regulation, Academic Expectations, and the Core Content for Arts and Humanities Assessment.</i> <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> Local standards-based curriculum documents/units of study/lesson plans Curriculum maps Staff member, student and parent/family member interviews or surveys School council policies Skills and standards documents Professional resource materials School master schedule Documentation of opportunities provided for students to create and perform in the arts 	The school initiates active collaboration among teachers to insure alignment vertically and horizontally, and develop curriculum integrating the arts with other contents for use in the regular classroom.	The arts curriculum is fully aligned with Kentucky’s <i>Program of Studies regulation, Academic Expectations, and Core Content for Arts and Humanities Assessment</i> and clearly defines what students should know and be able to do.	The arts curriculum is aligned with one of Kentucky’s standards documents. (e.g., Core Content, Program of Studies, Academic Expectations)	There is no documentation or hard evidence to show that the arts curriculum has been aligned with Kentucky standards. (e.g., Core Content, Program of Studies, Academic Expectations)
	The school initiates collaboration among teachers to prioritize and sequence arts curriculum to promote mastery of learning and depth of knowledge evidenced by creating and performing in the arts in all classrooms.	The content and sequence of the arts curriculum intentionally promotes mastery of learning and depth of knowledge demonstrated through regular opportunities to create and perform in the arts.	The arts curriculum allows, but does not always intentionally promote mastery of learning or depth of knowledge evidenced through some opportunities to create and perform in the arts.	The arts curriculum addresses only content coverage rather than mastery of learning and depth of knowledge.
	The arts curriculum is research-informed to ensure that it is age appropriate and developmentally appropriate and differentiated to address the individual learning styles of the school’s diverse student population.	The arts curriculum is intentionally developmentally appropriate and culturally responsive.	The arts curriculum is sometimes developmentally appropriate and culturally responsive.	There is no evidence to show that the arts curriculum is designed to be age and developmentally appropriate or culturally responsive.

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1.1a (Continued) There is evidence that the arts curriculum is aligned with the <i>Program of Studies regulation, Academic Expectations, and the Core Content for Arts and Humanities Assessment.</i> <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> Local standards-based curriculum documents/units of study/lesson plans Curriculum maps Staff member, student and parent/family member interviews or surveys School council policies Skills and standards documents Professional resource materials School master schedule 	The arts curriculum is systemic, demonstrating strong connections within the arts and between the arts and other content areas and the arts are integrated across content areas in the regular classroom.	The fully aligned arts curriculum intentionally addresses interrelationships among the arts and between the arts and other content areas.	Connections within the arts or between the arts and other content areas are limited.	The arts curriculum does not identify interrelationships between the arts or connections between the arts and other content areas, or suggested connections are inaccurate or insignificant.
	All students are involved in creating, performing, and responding to music, dance, drama/theatre, and visual arts in every classroom.	All three of the arts processes (creating, performing, and responding to the arts) are regularly incorporated into the arts classroom curriculum.	One or more arts processes (creating, performing, and responding to the arts) are incorporated into the curriculum but building capacity in all three arts processes is not sufficiently addressed.	The implemented curriculum does not show intentional effort to involve students in the three arts processes of creating, performing, and responding to the arts.
	The school expands on the arts curriculum by building in additional opportunities to learn beyond the classroom utilizing community, local, and state arts resources to expand opportunities to learn music, dance, drama/theatre, and visual arts.	The arts curriculum recognizes each of the four arts (music, dance, drama/theatre, visual arts) as discrete, sequential subjects and provides regular opportunities to learn in each of the four arts disciplines.	The arts curriculum recognizes two or three arts disciplines as discrete, sequential subjects, but does not provide for regular opportunities to learn in each of the four arts disciplines.	The arts curriculum does not recognize each arts discipline (music, dance, drama/theatre, visual arts) as discrete, sequential subjects with their own body of knowledge, and does not insure that all students have regular opportunities to learn in each of the arts disciplines.